SAN DIEGO STATE UNIVERSITY

SDSU Senate
Agenda

November 5, 2019
North Education (NE-60)
2:00 to 4:30 pm

9. Reports to the Senate (Wheeler)

10. Committee of the Whole (Wheeler)

10.1.   The Senate and the Strategic Planning Process
10.2.   Enrollment Management Advisory Group Report

11. Announcements (Wheeler)

Progress Report
Curriculum Approval Process Task Force
Joyce Gattas and Marcie Bober-Michel, Co-Chair
October 2019

This report covers work completed to date by the Curriculum Approval Process Task, and is organized into three sections:
➢ Background/Task Force Charge
➢ Accomplishments
➢ Next Steps

Background/Task Force Charge

APP Action Item Approved by SDSU University Senate in April 2018: Faculty have long been dissatisfied with the slow pace for processing course approvals *as well as* the outdated software (CurricUNET) for managing much of the process. The University Senate addressed concerns by charging the Committee on Academic Policy and Planning (AP&P) to examine the situation and recommend actions to take. The report, presented and passed as an Action Item at the April 2018 Senate meeting, included the following recommendations in blue italics below:

1. *The University Senate should constitute a task force of appropriate faculty, staff, and administrators to (1) review the current curriculum development process and (2) identify and realize opportunities to clarify expectations and improve workflow. This effort should be informed by a broad understanding of not only best practices in course and curricular design, but also those operational requirements for ensuring curricular continuity, cohesiveness, and articulation through time. An explicit set of process improvements should be presented for discussion within the University Senate by the first meeting of the Spring 2019 semester.*

2. *Informed by and, where possible, concurrent with the work of the above task force, the Provost, as Chief Academic Officer, should prioritize, fund, and facilitate the following:*
   a. *Set a goal of an eight-month timeline from the submission of a course proposal to its inclusion in the General Catalog and / or Graduate Bulletin. For example, course proposals submitted by the end of a calendar year should be reflected in offerings the following Fall semester. Similarly, for program proposals, expedite their evaluation and approval to the degree possible given required approval processes at the Chancellor's Office.*
   b. *Move to web-based, fully accessible formats for the General Catalog and Graduate Bulletin that allow updating of course listings each semester while preserving the catalog year rights of students.*

c. *In light of process improvements and needs assessments emerging from Recommendation 1, authorize cost-benefit and fit-gap analyses for improving CurricUNET or migrating to an alternative third-party solution. This selection / migration process should be (1) transparent, with opportunities for input from diverse users, and (2) timely, given the impending expiration of the current CurricUNET contract.*

d. *Resource the development of training and support for proposal originators as well as those involved in the curriculum proposal process (i.e., committees, administrators, staff), including the wholesale revision and ongoing maintenance of the Curriculum Guide as a shared resource and reference. Organizationally, responsible parties for such training and support efforts could include, but are not limited to, the Center for Teaching and Learning, Curriculum Services, and/or College-specific units/individuals.*

The Task Force, with Joyce Gattas (President's Office/Special Projects) and Marcie Bober-Michel (University Senate Chair) serving as co-chairs, began its work in September 2018. Task Force members represented administration (Deans or their designees), Enrollment Services (IT, Curriculum Services), faculty (liaisons, Curriculum Committee Chairs), the Center for Teaching and Learning (CTL), etc.

AY19/20 PBAC Funding allocated in May 2019: A $693,834 proposal for AY 19/20 entitled "Cost to Replace CurricUNET and Institute Improved Curricular Processes" was collaboratively developed by Academic Affairs, Senate Chair Bober-Michel, and Enrollment Services IT for AY19/20. The proposal was subsequently reduced to $576,650 by supporting only the first of three proposed years of software hosting, support and upgrades. The budget request is provided in blue italics below:

SALARY REQUESTS (one-year only)
Summer stipend for the Director/Center for Teaching and Learning (CTL)
$9,500
Responsibilities:
> *1) Build an online training module on course design (that would eventually be required for anyone wishing to submit a new course proposal) as well as develop some materials providing guidance through the process.*
> *2) Develop materials (perhaps another online module) for all reviewers on course design and the overall review process.*
> *3) Develop a plan/materials for on-going training around course design, the review process and the new software.*

Assigned time for CTL Faculty Fellow (AY 2019/20), 3 units each semester
$12,000 ($6,000 each semester for Fall 2019 and for Spring 2020)
Responsibilities: On-going training with review committees, faculty proposing courses and faculty working on course design more generally. That might include holding

workshops or attending committee meetings for reviewers, organizing workshops or learning communities for faculty, and developing online materials.

Assigned time for ONE faculty member in each College and SDSU Imperial Valley
$96,000 (3 units each semester, $6,000 X 2 X 8, for AY19/20)
Responsibilities: Serve as a resource and expert for guiding faculty through Curricunet (next year) and the transition over to the new platform; work with CTL Fellow to organize professional development around effective course design.

Consultant/project manager (full time for 6 months)
$100,000 ($95/hour)
Responsibilities: ESIT will work to get the contract through procurement and with the vendor to set up the test site, data feed to the software, and move to production. The configuration decisions, functional rollout, training, etc. should be coordinated through a designated functional PM that can work with all parties.

TOTAL SALARY REQUESTS = $217,500

SOFTWARE SPECIFIC COSTS (some are one year only; others are multi-year)
 1) Acalog software license and hosting total: $195,667
 2) Acalog license: $107,779
 3) Acalog yearly hosting, support and upgrades: $87,888
  ($29,296 per year for three years)

Curriculog software license and hosting total: $195,667
 1) Curriculog license: $107,779
 2) Curriculog yearly hosting, support and upgrades: $87,888 ($29,296 per year for three years)

Software license and hosting total: $391,334

Conversion/training (one-time cost): $85,000

TOTAL SOFTWARE/SUBSCRIPTION REQUESTS = $476,334*

*Per VP review amount reduced to $576,650 to support one year of software hosting, support and upgrades***

Task Force Accomplishments

The following are key accomplishments of the task force over the past year.
- ➢ One-time funds (totaling $576,650) were secured in May 2019 to cover the following expenses:
  - ○ Software to replace CurricUNET.
  - ○ Hiring of a project manager (Andrianna Martinez).
  - ○ Training asset development (for proposers and reviewers):
    - ■ a Canvas-based course (self-faced) titled *Foundations of Course Design* (https://sdsu.instructure.com/courses/231),
    - ■ a syllabus checklist (https://ctl.sdsu.edu/resources/syllabus-checklist),
  - ○ Release time for faculty liaisons -- faculty dedicated to working with course proposers as well as unit-specific Curriculum Committees (10 people altogether, representing each of the seven Colleges, SDSU Imperial Valley, DAESA, and Graduate Affairs).
  - ○ Selection of a vendor -- Digital Architecture (DIGARC; https://www.digarc.com), an industry leader offering solutions covering five key areas: registration, class scheduling, student pathfinding, catalog management, and curriculum management; several CSU campuses are already DIGARC clients.
    - ■ We at SDSU will be subscribed to two of the five services (both cloud-based: Acalog (catalog management) and Curriculog (curriculum management).
    - ■ Acalog is scheduled for a Spring 2020 launch. We have already held three Consulting Sessions (online), each of which was organized around specific aspects of transitioning the pdf version of the AY18/19 General Catalog into a web-based document to build upon for future General Catalogs; live (onsite) product training is set to begin in late October/early November. Negotiations with the vendor are underway to allow for a final build-out that includes the Undergraduate Catalog, Graduate Bulletin, and SDSU Imperial Valley Bulletin, and additional funding is being requested for these anticipated costs. Negotiations are also ongoing regarding whether or not this first iteration will include the College of Extended Studies Digital Catalog.
    - ■ As Acalog comes online, we will then be able to access the previous catalog content within a Curriculog cycle for courses and program development and approval. We hope to employ Curriculog to develop courses and curriculum for the AY21/22 catalog, but logistics, implementation, training, etc. will define the exact transition from CurricUNET.
- ➢ Finalized charge for the liaisons (to include roles, responsibilities, and expectations).
- ➢ Identification of bottlenecks and "shortfalls" of proposals as currently submitted.
- ➢ Adjustment of the approval process that allows liaisons to conduct the first "level" of proposal review.

➢ Finalized (and slightly adjusted) dates for proposals to "leave" the colleges/units in Fall 2019 (and move forward to Curriculum Services):
  ○ November 29: Arts and Letters, Fowler, SDSU Imperial Valley, DAESA
  ○ December 6: Sciences, Education, Engineering
  ○ December 13: PSFA, HHS
➢ Establishment of a regular meeting cycle for key players in the approval process this year (liaisons, Enrollment Services, etc.); meetings are now led by the project manager.

Next Steps

At this stage, it is appropriate to sunset the Curriculum Task Force, since it has largely completed its charge. To that end, a Management Team will now oversee the implementation of Acalog and Curriculog *and* the institutionalization of more streamlined curriculum approval processes--for example, mapping of the approval process for a wide range of proposal types. Some affect the current academic year, while others (for example: clearer guidelines for reviewers) will launch in A20/21.

➢ Stephen Schellenberg (Assistant Vice President for Educational Effectiveness)
➢ James Frazee (Chief Academic Technology Officer and Associate Vice President, Instructional Technology Services)
➢ Andrianna Martinez (Project Manager)
➢ College curriculum (faculty) liaisons
➢ Curriculum Services (Stephanie Guerra and Gregory Wilson)
➢ CTL (lead, and extent of involvement still to be determined)
➢ Marcie Bober-Michel and Joyce Gattas as consultants

Other considerations include:
➢ Keeping people informed. To some degree, the success of this initiative is predicated on communication strategies that keep people informed and allow for questions from those the initiative impacts. Project Manager Martinez is taking the lead on developing a website to keep students, staff, and faculty apprised of progress; that site will allow for questions and comments. She will also work with StratComm to develop and disseminate additional messaging as needed. Additionally, Martinez, Frazee, and/or Schellenberg will routinely report on progress at Academic Deans Council and Senate meetings.
➢ Budget. While one-time money was expedient for start-up purposes, ongoing expenses (subscription fees, liaison release time, training) will be part of a base budgeting request. That conversation is ongoing--but realistically, decisions must be made by early Spring 2020.

Referral Chart - November 2019

	Committee	Date	Item	Referred by
1	Constitution and Bylaws	May 2018*1	Review Senate committee structure, specifically: duties, roles, and responsibilities of committees, length of appointment of members and chairs, and related issues. Are all the standing & other committees needed?	SEC
2	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically, search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committees for University Administrators) -- to ensure clarity about those on which Deans, Associate Deans and Assistant Deans can or should serve *in a faculty capacity*. Rationale for CBL: Currently, Senate Officers and others must painfully wend their way through a slew of reverse references to figure this out.	Senate Officers
3	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically: search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committee for University Administrators) -- to ensure clarity about where representation from *different* Colleges is required. Rationale for CBL: To exemplify, the Policy File section covering Presidential searches specifically notes that faculty representatives must be from different Colleges; however, the reverse reference dance (noted above) is required when determining outside faculty members on College of Extended Studies and Library Dean Search Committees (where multiple faculty are elected).	Senate Officers
4	Constitution and Bylaws	November 2018	Examine how the Senate membership would change following an increase in representation for each college (including SDSU Imperial Valley, Library and SSPAR) from 8 to 9 percent of full-time T/TT faculty. Examine potential mixed models of representation.	Senate Officers
5	Academic Resources and Planning	November 2018	Explore potential sources of funding for more faculty lines.	Senate Officers
6	Faculty Affairs	November 2018	Investigate challenges in hiring and retention of faculty.	Senate Officers
8	Constitution and Bylaws	April 2019	Research the viability of adding an additional Senate seat for non-MPP staff, open to those who are non-represented. Rationale for CBL: The current membership policy, based on an indefensible and arbitrary criterion, excludes non-represented staff from participating in shared governance.	Senate Officers
9	Constitution and Bylaws	September 2019	Research the viability of additional Senate seat(s) for Graduate Student representation on the university Senate.	Senate Officers
10	Constitution and Bylaws	September 2019	Research the viability of alumnae representation on the University Senate.	Senate Officers
11	Constitution and Bylaws	September 2019	Research the proposed addition of a treasurer and to the Senate Officers.	Senate Officers

12	Constitution and Bylaws	September 2019	Drug & Alcohol Policy--research Senate policy regarding the legalization of marijuana in the State of CA and CSU system and campus policies.	Senate Officers
13	Constitution and Bylaws	September 2019	Research the proposed addition of an ex-officio non-voting seat for the Immediate Past President of the Senate.	Senate Officers
14	Grad Council	September 2019	Create an SDSU Award for Most Outstanding Teaching Assistant.	SEC
15	AP&P	October 2019	ERG Report - research AP&P role from compiling data and authoring the report to asking pertinent questions about the data.	SEC
16	AP&P	October 2019	Develop a policy for Senate PBAC appointments.	SEC
17	AP&P	October 2019	Develop a policy for Service Learning course designation.	SEC
18	AP&P	October 2019	Develop a policy re: 4+1 programs and 600+ level courses on UG transcripts.	UCC
19	Faculty Affairs	October 2019	Consider revising the Policy File section on emeritus (2018-19 Policy File page 160) to allow this status to be awarded to qualified staff.	Senate Officers
20	Constitution and Bylaws	October 2019	Proposed revision to Senate Constitution Section 4.112 (Ponomarenko), request to make the wording more inclusive. The terminology "academic units" in the revision seems to overlook the full-time tenure/tenure track faculty in other departments (e.g. C&PS through Student Affairs, library). Clarify if that is the intent or an oversight.	Senate Officers

* = extended timeframe for completion

Search Committee for Dean of Library and Information Access

Faculty Member (outside of library)

Per the Senate Policy file (University Policies→Administration→Search Committees for University Administrators, 4.0), "Elected members of the Senate shall elect faculty representatives to the search committee by secret ballot. If the first ballot does not yield a simple majority vote for the indicated number of candidates, additional ballots shall be conducted until that number has received a majority."

Following are the nominees outside of the Library, along with their statements. Please read the candidate statements carefully before voting. You may only vote for ONE candidate.

Janet Bowers, Department of Mathematics and Statistics (College of Sciences)

Janet Bowers has been a faculty member in mathematics education at SDSU for 20 years. Since Fall 2015 she took on the role of creating and then directing the Mathematics and Statistics Learning Center located in the Library. She has built a very impressive center supporting courses in mathematics, statistics and, now, physics, that serves students from several colleges. The MSLC has been an important feature in the library so she will be a valuable contributor to the search committee.

Search Committee for VP of Research

Faculty Members

Per the Senate Policy file (University Policies→Administration→Search Committees for University Administrators, 4.0), "Elected members of the Senate shall elect faculty representatives to the search committee by secret ballot. If the first ballot does not yield a simple majority vote for the indicated number of candidates, additional ballots shall be conducted until that number has received a majority."

Following are the nominees, along with their statements. Please read the candidate statements carefully before voting. You may only vote for FIVE candidates, with no more than one from each college/unit.

Maria Luisa Zuniga, Professor, Social Work (College of Health and Human Services)
I am a Professor in the School of Social Work and Campus Director of the UCSD-SDSU Joint Doctoral Program in Interdisciplinary Research on Substance Use (SDSU, since 2013). My leadership and mentorship roles in our research-focused doctoral program allow me to serve in the training and education of a group of bright and diverse students here at SDSU. Over the last 10 years I have mentored four undergraduate students, ten masters-level students, and 41 PhD students. Most of my research mentees are underrepresented minorities (URM). My research background and in-depth understanding of barriers and challenges that many URM trainees face in their research and professional development makes me well qualified to participate in the search. As a researcher, I am a behavioral epidemiologist with over 20 years of experience in research related to health disparities and health care access and utilization among low income and vulnerable populations. My work in community-based participatory research with diverse and highly vulnerable populations provides an important lens through which to inform research and instructional activities related to research here at SDSU.

Karen Emmorey, Professor, Speech, Language, & Hearing Sciences (College of Health and Human Services)
Dr. Emmorey is a highly productive researcher with more than 30 papers published or in press over the past three years. She has continuously received funding from NSF and NIH and serves on the SDSURF Board of Directors. She is well positioned to serve on this committee.

Savitri Singh-Carlson, Professor, Nursing (College of Health and Human Services)
Dr. Singh-Carlson has extensive experience as an academician in the CSU and other higher education systems. She is very knowledgeable of the role of research and research funding from the individual faculty level to the system level, as well as the factors that impede or facilitate achievement of research productivity.

Elva Arredondo Professor, Public Health (College of Health and Human Services)
Dr. Elva Arredondo is a Professor of Public Health, a well-funded researcher, and the immediate past Multiple Principal Investigator for the SDSU-UCSD Cancer Center Comprehensive Partnership, a U54 cooperative agreement funded by the National Cancer Institute. She has led several grants from NIH, specifically the National Cancer Institute, to conduct community-engaged research to promote health among underserved community. She is also a Core Investigator of the Institute for Behavioral and Community Health and a Co-Investigator with the SDSU HealthLINK Center for Transdisciplinary Health Disparities Research, two research initiatives under the SDSU Research Foundation. Given these various

roles, she is well aware of the research needs of SDSU and the type of candidate who can be responsive to our current and future needs.

Kristen Wells, Associate Professor, Department of Psychology (College of Sciences)
I am the Director of the Cancer Disparities and Cancer Communication Lab and Co-Principal Investigator/Co-Director (along with Dr. Guadalupe X. Ayala) of the SDSU HealthLINK Center (U54 MD012397) which aims to enhance capacity and improve infrastructure at SDSU and its partner organizations to advance minority health and health disparities research among racially/ethnically diverse, sexual and gender minority, and lower-income populations using a community-engaged transdisciplinary research approach. In addition, I have obtained numerous grants from the National Institutes of Health and have more than 90 peer reviewed publications. My research focuses on improving the quality of healthcare delivered to underserved populations, with a specific specialty in patient navigation and cancer communication.

Georg Matt, Professor, Department of Psychology (College of Sciences)
Dr. Matt served as the Chair of the Department of Psychology for over 10 years. In that time, he worked closely with the Dean of the College of Sciences and the VP of Research while leading his department to be one of the top research-active psychology departments in the state and one of the top-10 in the country in terms of research dollars brought in through grants. He is also research active and grant-funded and his work is focused on third-hand smoke. He would be a valuable addition to this search committee; he knows the history of SDSU and he is invested in SDSU's future.

Tao Xie, Professor, Computer Science (College of Sciences)
As a computer science professor, he is truly an expert researcher with superb funding and publication track record. He is also a very honest person, and he cares about SDSU's future very much. Dr. Xie would be an ideal member for search committee. He is a leader in his research area (NSF CAREER Awardee) and has continued to receive funding from NSF since he joined SDSU. He has been actively leading various academic and strategic activities for the department, college, and university. He serves as a senator for the university and many other roles in the past years. He is passionate for promoting the academic reputations of Computer Science.

Calvin Johnson, Professor, Physics (College of Sciences)
Calvin is very experienced and has served on several important college committees over the years. He cares deeply about the research and future research directions of our campus.

Fridolin Weber, Professor, Physics (College of Sciences)
He is a top researcher, with 150+ publications, 9000+ citations, an h-index of 47, and was 2017 Albert Johnson Research Professor. He is Associate Chair for the Department of Physics and has had many NSF grants. He has served on the College of Sciences RTP and Research committees. Several of his students have gone on to faculty positions. He is well regarded throughout the college of Sciences.

Matthew Lauer, Professor, Anthropology/Sustainability (College of Arts & Letters)
Matt Lauer is professor of anthropology, director of the Environmental Anthropology Lab and director of the Sustainability degree program. He has a strong history of external grant funding and currently holds research grants from NSF relative to climatic impacts on fishing villages in the Solomon Islands and French Polynesia. Matt currently serves on the Graduate Research Council and has a very strong relationship to the activities of the VP of Research.

Edward Beasley, Professor, History (College of Arts & Letters)
Professor Beasley is an outstanding scholar committed to teaching, research, and service. He has chaired the CAL RTP Committee and is currently Chair of the Department of History. Professor Beasley is the author of a number of books on the history of the Victorian era.

Heather Canary, Professor, School of Communication (College of Professional Studies and Fine Arts)
Dr. Heather Canary would bring insights from both research administration and SDSU administration to the search committee. She worked with the VP of Research at her former institution (an R1 institution with a medical college and a comprehensive cancer center), as a member of the Conflict of Interest Committee (representing the College of Humanities) and as the lead on a research policy process improvement project working with investigators across the university, cancer institute, and hospitals. She has been co-PI on two NSF-funded projects and is co-Investigator on a current NIH-funded project. These experiences across institutions and positions will benefit search committee processes and contribute to identifying the best candidates for this critical position.

6.7. Motion (Ponomarenko) the change the Senate Bylaws, Section 3.241

from: SEC AGENDA August 20, 2019

At the <u>first</u> fall meeting of the Senate, the Executive Committee shall present an annual agenda for the Senate. This agenda shall address major concerns and outline problems for Senate attention during the academic year.

to

At the <u>second</u> fall meeting of the Senate, the Executive Committee shall present an annual agenda for the Senate. This agenda shall address major concerns and outline problems for Senate attention during the academic year.

Draft 10/30/19
Resolution of the San Diego State University Senate:
Our Community Need for Ethnic Studies

Whereas: the SDSU University Senate has confirmed its commitment to creating a more welcoming environment for all of our students through recent resolutions focused on Pell Grant, African American, Native American, LGBTQIAA+ students; as well as the establishment of the Division of Diversity and Innovation.

Whereas: Ethnic Studies creates a more welcoming environment for all of our students by providing courses that play an important role in building a more inclusive democracy. Research confirms that students of color and white students benefit academically as well as socially from taking Ethnic Studies courses.[1]

Whereas: Ethnic Studies programs and departments were established throughout the State of California over 50 years ago after students of color demanded that universities institute Ethnic Studies departments.

Whereas: The Academic Senate of the CSU reaffirmed its support of the discipline of Ethnic Studies with the January 23-24, 2014 resolution, *In Support of Ethnic Studies in the California State University.*[2]

Whereas: the CSU Ethnic Studies Task Force prepared the January 2016 *Report of the California State University Task Force on the Advancement of Ethnic Studies,*[3] which recommended that an Ethnic Studies course become a general education requirement throughout the California State University system.

---

[1] Christine E. Sleeter,The Academic and Social Value of Ethnic Studies A Research Review
http://www.nea.org/assets/docs/NBI-2010-3-value-of-ethnic-studies.pdf;
The Benefits of Ethnic Studies Courses
https://www.insidehighered.com/news/2018/07/09/san-francisco-state-finds-evidence-ethnic-studies-students-do-better;
The Causal Effects of Cultural Relevance: Evidence From an Ethnic Studies Curriculum:
https://www.nber.org/papers/w21865.pdf.

[2] AS-3164-14/AA/FA "In Support of Ethnic Studies in the California State University"
https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2013-2014/3164.pdf
AS-3380-19/FA/FGA/Ex "In Support of Ethnic Studies Programs in the CSU"
https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2018-2019/3380.pdf

[3] Task Force on the Advancement of Ethnic Studies:
https://www2.calstate.edu/impact-of-the-csu/diversity/advancement-of-ethnic-studies

Whereas: The CSU failed to implement the CSU Ethnic Studies Task Force Report's recommendation for an Ethnic Studies course as a graduation requirement.

Whereas: The 2019 bill, AB 1460 (Weber), *California State University Graduation Requirement: Ethnic Studies*[4] was turned into a two-year bill that is on track to resume its efforts for passage in January 2020.

Whereas: Ethnic Studies is a discipline composed of interdisciplinary fields of study that specialize in the comparative study of race and processes and institutions of racialization. Moreover, as a discipline, Ethnic Studies is grounded in knowledge produced from distinct epistemological perspectives of groups whose socio-historical experience of land and labor were critical to the building of the United States: Native Americans, African Americans, Asian Americans, Chicanos/Latinos.[5] Over the last five decades, our discipline has developed methodologies for the study of power, empire, nation-building, migrations, and intersectional analyses of race, class, gender, culture and sexuality.

Whereas: SDSU has historically underserved its Asian American, and specifically its Filipino, student population, in terms of teaching and research in the field of Asian American Studies, student services, and community outreach.

Whereas: SDSU University Senate Officers and the Diversity, Equity and Inclusion Committee, with the support of the Division of Diversity and Innovation, sponsored Ethnic Studies town halls on September 17, 2019 and October 29, 2019. These educational sessions were co-sponsored by the departments of Chicana and Chicano Studies, American Indian Studies, Africana Studies, and the Center for Asian and Pacific Studies.

Whereas: There is concern that curriculum decisions should not be mandated by the State Legislature and instead, in alignment with SDSU's commitment to creating a more inclusive environment for all students, SDSU should be a leading CSU campus in implementing the 2014 CSU Ethnic Studies Task Force's Ethnic Studies requirement.

---

[4] AB: 1460 https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460
[5] Blauner, Robert. 1987. "Colonized and Immigrant Minorities," in From Different Shores: Perspectives on Race and Ethnicity in America, ed. by Ron Takaki, pp. 149-160. Oxford University Press. http://majorsmatter.net/race/Readings/Blauner%201987.pdf; Rubén G. Rumbaut. 2001b. "Conclusion – *The Forging of a New America: Lessons for Theory and Policy.*" In Ethnicities: Children of Immigrants in America, edited by Ruben Rumbaut and Alejandro Portes, pp. 310–19. Berkeley: University of California Press.

Therefore, be it resolved that the SDSU University Senate urge CSU Chancellor Timothy White, the CSU Chancellor's Office, the Academic Senate of the CSU, President de la Torre, the SDSU Administration and Auxiliaries, the SDSU Student Government, appropriate Senate and campus committees, and all members of the campus community to support and, where authorized and appropriate, to enact the following (in accordance with the annual review of enrollment management practices, student support, and faculty hiring and retention efforts):

1. Beginning with the 2020–21 academic year, SDSU shall require, as a new undergraduate graduation requirement (distinct from the existing GE Diversity Requirement), the completion of, at minimum, one three-unit course in Ethnic Studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement.

2. In order to minimize the impacts on current curricula and graduation requirements, this three-unit Ethnic Studies requirement can:

   a. Be fulfilled through a lower division class in Africana Studies, American Indian Studies, Chicano/a Studies, or Asian American Studies (within the Center for Asian and Pacific Studies), except lower division Ethnic Studies classes that also fulfill the Oral and Written Communications Requirements for General Education. Students can satisfy the Ethnic Studies requirement through Ethnic Studies classes that also satisfy the American Institutions or Area E requirement.

   OR

   b. Be fulfilled by taking an upper division class in Africana Studies, American Indian Studies, Chicano/a Studies, or Asian American Studies (within the Center for Asian and Pacific Studies). Upper Division classes taken for Ethnic Studies Requirement can also satisfy upper division GE Explorations in Social and Behavioral Sciences or Humanities if the class already meets this requirement.

      i. Classes from Africana Studies, American Indian Studies, Chicano/a Studies, and Asian American Studies (within the Center for Asian and Pacific Studies) that currently meet the GE Diversity Requirement will no longer do so and instead will count for the Ethnic Studies Requirement.

3. Other specifics of the Ethnic Studies Requirement will be determined after seeking guidance from the Ethnic Studies departments (including the Center for Asian and Pacific Studies). Such guidance, to be received by December 31, 2019, shall include reflections on:

a. The Ethnic Studies Task Force Report and other relevant updates and reports, as well as campus context, "What is to be included as Learning Outcomes specific to Ethnic Studies as derived from current best practices in the field of Ethnic Studies?"

b. What best practices should be encouraged for SDSU to adopt in their course evaluation and approval processes for meeting the Ethnic Studies outcome requirements in order to maximize consistency and integrity of the requirement.

c. Given learning outcomes, will all courses in Ethnic Studies (with the exception of those already excluded) be included as part of the requirement?

4. This graduation requirement shall not apply to a post baccalaureate student who is enrolled in a baccalaureate degree program at the university, if the student has satisfied either of the following:

a. The student has earned a baccalaureate degree from an institution accredited by a regional accrediting agency.
b. The student has completed an Ethnic Studies course at a postsecondary educational institution accredited by a regional accrediting agency.

5. Beginning with the 2020-21 academic year, SDSU takes the steps to grow the appropriate administrative support for the expansion of Ethnic Studies to be able to adequately support the new undergraduate requirement, to include but not be limited to:

a. Growing Asian American Studies, including a Filipino American Studies program at SDSU in collaboration with Asian American faculty, students, staff, and community and the Center for Asian and Pacific Studies.

Authored by:
Dr. Adisa A. Alkebulan, Chair of Africana Studies
Dr. David Kamper, Chair of American Indian Studies
Dr. Maria Ibarra, Chair of Chicana and Chicano Studies
Dr. Sandra Wawrytko, Director of the Center for Asian and Pacific Studies

Dr. Victoria González Rivera, Ph.D., Associate Professor of Chicana and Chicano Studies

Consultation with:
Dr. Nola Butler-Byrd, Associate Professor and Director of the Community-Based Block Program

Recommended for approval by:
Senate Standing Committee on Diversity, Equity and Inclusion
Dr. Charles Toombs, Professor and Immediate Past Chair, Department of Africana Studies
Community-Based Block Multicultural Counseling and Social Justice Education Program
Carrie Sakai, Psy.D., Counseling & Psychological Services
Martina Savedra, LMFT, Counseling & Psychological Services
Zemed Berhe, Ph.D., Counseling & Psychological Services
Juan Camarena, Ph.D., Lecturer, Community Based Block Program
SDSU Bayanihan Filipino American Faculty and Staff Association
Michael Juan, Ph.D. - Chair
Bryan Spencer, M.A. - Secretary
Atilio Alicio, Ph.D.
Natalie Bagaporo
Michelle Bunn, M.A.
Tanya Calienta
Todd Carson, Psy.D.
Arlene Castillo, M.S.
Edward Dial, M.A.
Arlene Elane
Mary Joyce Juan, Ph.D.
Agnes Macahilas
Christine Molina, M.A.
Joanne Rullan
Melani Soto, M.A.
Niko Villa
Heidi Wilson, M.S., M.P.H.
Israel Burciaga, SDSU Alumni
Norma Cazares, SDSU Alumni
Roger Cazares, SDSU Alumni

Leticia Cazares, SDSU Alumni
Javier Cazares, SDSU Alumni
Nicole Cazares Enriquez, SDSU Alumni
Susy Chavez, Retired Educator
Juan Manuel Del Rio, SDSU Alumni
Pedro Fuentez, SDSU Alumni
Adela C. Garcia, Chair, MANA
Bertha Hernández, SDSU Alumni and Administrative Coordinator
Rolando Moreno, Business Owner
Antonio Peraza, Retired Educator
Maria Zuñiga, Professor Emeritus
Sonia Lopez, SDSU Alumni
Cesar Lopez, SDSU Alumni

To: Senate Executive Committee/Senate

From: Graduate Council

Date: October 3, 2019

Re: 2020-2021 *Graduate Bulletin*

ACTION (5A-10-19)

PUBLIC HEALTH

1.   New program.

Public Health
Master of Science in Epidemiology
        The M.S. degree in Epidemiology is a research-oriented degree within the field of epidemiology, addressing a wide scope ranging from the study of the causes of disease to the control and prevention of disease, the distribution of health resources, and the design and analyses of clinical trials. Trainees develop expertise in both the foundational concepts that underlie study design and analysis and in the innovative methods that are changing and improving the practice of epidemiology. A research based thesis or manuscript option is required; both require a three-member committee and an oral defense with a written approved document. As the M.S. degree in Epidemiology is designed for health professionals who wish to acquire the skills needed to conduct sophisticated epidemiologic research, the many public health integrative core courses required for the M.P.H. are not required. Students who complete the M.S. degree in Epidemiology have gone on to become independent researchers in academia, health departments, nonprofits, the pharmaceutical industry, or have gone in pursuit of a doctoral degree.

Specific Requirements for the Master of Science in Epidemiology Degree
(Major Code: XXXXX) (SIMS Code: XXXXXX)
        In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Part Four of this bulletin, the student must complete an officially approved course of study of not less than 36 units as listed below. This includes 24 units of required courses, one additional epidemiology/biostatistics methods course, nine units of prescribed electives; and a thesis or manuscript. Up to six units may be accepted in transfer, with the approval of the graduate adviser.

        Courses required for the degree (24 units)
        P H 601 Epidemiology…3
        P H 602 Biostatistics…3
        P H 620 SAS for Biostatistics I…3
        P H 623 Epidemiological Methods…3
        P H 627 Advanced Statistical Methods in Public Health…3

P H 629 SAS for Biostatistics II…3
P H 724 Advanced Methods in Epidemiology…3
Three units of epidemiology/biostatistics methods courses selected with adviser.

Prescribed electives: A minimum of nine units of coursework selected from the following list with the approval of the faculty adviser.
P H 621 Epidemiology of Infectious Diseases…3
P H 622 Epidemiology of Chronic Diseases…3
P H 625 Control of Infectious Diseases…3
P H 626 International Health Epidemiology Practicum…3
P H 628 Applications of Multivariate Statistics in Public Health…3
P H 649 Border and Global Public Health Surveillance…3
P H 700A Seminar in Public Health. Epidemiology…3
P H 823 Case-Control Studies…3
P H 824 Cohort Studies…3
P H 826 Analysis of Case-Control Studies…3
P H 827 Analysis of Cohort Studies…3

Culminating experience (3 units)
P H 799A Thesis…3
OR
P H 798 Special Study…3

University Senate Motion

August 14th, 2019

- **Motion:** The Graduate Student Association requests that the University Senate add (1) additional voting member seat reserved for a graduate student on the University Senate starting Fall Semester 2019.
    - Currently, there is **one graduate student** and **three undergraduate students** sitting as voting members on the senate.
- **The rationale for this motion is:**
    - Graduate students are furthering the mission of this institution and creating new knowledge at SDSU. As we look to grow and improve as a research university, graduate students are crucial to the teaching, researching, and supporting aspects of thousands of undergraduate students, staff, and faculty.
    - Graduate students face a unique and differing experience than undergrad students and require specific graduate student representation to promote the academic, political, and social aims of these students. (i.e. pay, treatment, teaching, and research)
    - SDSU Student Population
        - 95 Bachelors programs for **undergraduate students**
        - 78 Masters and 22 Doc Programs for **graduate students**

Move to change the existing University Bylaws, section 1.42, which reads:

- 1.42 Four students chosen by Associated Students, one of the four a graduate student chosen in consultation with the Dean of Graduate Affairs according to the Bylaws of Associated Students.

To new language, which reads:

- 1.42 Five students chosen by Associated Students, two of the five being graduate students, Associated Students may consult the Dean of Graduate Affairs when necessary according to the Bylaws of Associated Students.

TO:	SEC/Senate
FROM:	Allison Vaughn, Chair, Committee on Committees and Elections
DATE:	October 29, 2019
RE:	Action Items

The Committee on Committees and Elections moves approval of the following appointments, reappointments, or replacements to committees (marked with an asterisk) along with open spots which need to be filled in each committee. Additionally, we provide a list of existing committee chairs and a list of committees for which no roster information could be found. Finally, we end this report with a list of Senators who are not currently serving on a committee. We expect to provide a more finalized report in once vacancies have been filled.

NEW COMMITTEE CHAIRS

Freedom of Expression
Chair: Madhavi McCall

EXISTING COMMITTEE CHAIRS

Academic Policy and Planning
Chair: DJ Hopkins

Academic Resources and Planning
Co-Chairs: Mark Reed & Sherry Ryan

Bookstore Advisory
Chair: Iana Castro

Campus Development
Chair: Laura Shinn

Committee on Committees
Chair: Allison Vaughn

Constitution and Bylaws
Chair: Tod Reeder

Copy Rights and Patents
Chair: Douglas Grotjahn

Disability Access and Compliance
Chair: Jessica Rentto

Diversity, Equity, and Inclusion

Chair: Gloria Rhodes

Environment and Safety
Chair: Sridhar Seshagiri

Extended Studies Advisory Council
Chair: David Ely

Faculty Affairs
Chair: Paula Peter

Faculty Honors and Awards
Chair: Matt Anderson

Fee Advisory Committee (Campus)
Chair: David Ely

GE Curriculum and Assessment
Co-Chairs: Gregory Wilson & Heather Canary

Graduate Council
Chair: Stephen Welter

Honorary Degrees
Chair: Provost Ochoa

Instructional and Information Technology
Chair: Mark Siprut

Intercollegiate Athletic Council
Chair: John Putman

Liberal Studies
Chair: Virginia Loh-Hagan

Library Committee
Chair: Edward Beasley

SDSU Press Editorial Board
Chair: William Anthony Nericcio

Staff Affairs
Chair: Debra Bertram

Student Grievance
Chair: Estralita Martin

Student Learning Outcomes
Chair: Stephen Schellenberg

Student Media Advisory
Chair: Giselle Luevanos

Sustainability
Chair: Keven Jeffrey

Undergraduate Council
Chair: Norah Shultz

Undergraduate Curriculum
Chair: Larry Verity

COMMITTEES WITH NO ROSTER INFORMATION

International Programs

Scholarships Committee

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED
*reappointments or new appointments

Academic Policy and Planning
*Luke Duesbery (EDU) new term May 2022
*George Scott (student) new term May 2020
NEED 1 IV faculty

Academic Resources and Planning (roster full)

Bookstore Advisory (roster full)

Campus Development
*Frances Nejat-Haiem (faculty) new term May 2022

Committee on Committees (roster full)

Constitution and Bylaws (roster full)

Copyrights and Patents
(Pending)

Disability Access and Compliance
*Darah Gerou (grad student) new term May 2020

Diversity, Equity, and Inclusion
*Joshua Purificacion (student) new term May 2020
*Victoria Krivogorsky (FCB) new term May 2022
NEED 1 Senate chair (or designee)

Environment and Safety
*Jagger Gin (student) new term May 2020
*Christine Gotthardt (student) new term May 2020

Extended Studies Advisory Council
*Rashmi Praba (Student Affairs) finishing term (Chung) May 2020
NEED 1 EDU faculty

Faculty Affairs (roster full)

Faculty Honors and Awards
*Matt Anderson (faculty) term renewed May 2022
*Vanessa Malcarne (former recipient of Alumni Award) term renewed May 2022
*Yusuf Ozturk (faculty) term renewed May 2022
*Tracy Love (former recipient of Alumni Award) new term May 2022
NEED 1 student
NEED 1 alumnus

Fee Advisory Committee (Campus) (roster full)

Freedom of Expression (roster full)

GE Curriculum and Assessment
NEED 1 IV faculty

Graduate Council
*Lourdes Martinez (PSFA) completing term (Lindemann) May 2020
*Fernando Ansaldo-Sanchez (grad student) new term May 2020
*Brenna Leon (grad student) new term May 2020
*Carleen Stoskopf (HHS) new term May 2022

Honorary Degrees (roster full)

Instructional and Information Technology (roster full)

Intercollegiate Athletic Council (roster full)

Liberal Studies (roster full)

Library Committee (roster full)

SDSU Press Editorial Board
(pending)

Staff Affairs
*Regina Brandon (faculty Senator) new term May 2022
NEED 1 faculty

Student Grievance
*Kathleen Czech (full-time faculty) new term May 2022
*Natasha Nace (staff) finishing term (Landry) May 2021
NEED 2 full-time faculty
NEED 1 full-time administrator

Student Learning Outcomes
*Eniko Csomay (A&L) term renewed May 2022

Student Media Advisory
NEED 2 faculty (1 JMS and 1 open)
NEED 1 AS President or designee
NEED 1 AS VP of Finance or designee
NEED 1 University president designee
NEED 4 students (AS appointed)

Sustainability (roster full)

Undergraduate Council (roster full)

Undergraduate Curriculum
*Steve Barbone (A&L) term renewed May 2022
NEED 1 EDU faculty
NEED 2 students

University Research Council
*Lauren Collins (EDU) new term May 2022
*Rachael Record (PSFA) new term May 2022
*Satish Sharma (ENG) new term May 2022

*reappointments or new appointments

<u>Senators not currently represented on a committee:</u>
<u>A&L</u>
Angelo Corlett
Kate Swanson

<u>HHS</u>
Philip Greiner-Copyrights & Patents (pending)

<u>SCI</u>
Byron Purse (sabbatical F 19)

<u>Coaches</u>
Carin Crawford

<u>Lecturers</u>
Narelle Mackenzie (FCB)
Corinne McDaniels-Davidson (HHS)
Ian Ruston (A&L)
Robert Showghi (FCB)

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
             Undergraduate Curriculum Committee

Date: October 9, 2019

Re: 2020-2021 *General Catalog*

ACTION (7A-11-19)

MATHEMATICS

1.   New subprogram.

Mathematics
Mathematics Major
With the B.S. Degree in Applied Arts and Sciences
(Major Code: 17031)
Emphasis in Mathematics Education
(SIMS Code: XXXXXX)

This emphasis allows students with a strong interest in mathematics and an interest in teaching in the secondary schools to be prepared for both graduate school in mathematics and admission into the Single Subject Teaching Credential program. This degree also prepares with options to teach at the community college level.

A minor is not required with this major.

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, Statistics 250, Teacher Education 211A, and one course selected from Computer Science 107, 200, or Statistics 200. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252 and 254 must be C+ (2.3) or better. (25-26 units)

Graduation Writing Assessment Requirement. Passing the Writing Placement Assessment with a score of 10 or completing one of the approved upper division writing courses (W) with a grade of C (2.0) or better. See "Graduation Requirements" section for a complete listing of requirements.

Major. A minimum of 37 upper division units in mathematics to include Mathematics 302, 303, 320, 330, 337, 340, 341, 414, 508 or 510, 524 or 543, 530 or 531 or 532, Statistics 350A or 550 or 551A; and three units of electives in mathematics approved by the adviser for the major.

Master Plan. A master plan of the courses taken to fulfill the major must be approved by the adviser and filed with the major department.

Auxiliary Area. A minimum of nine lower or upper division units of teaching related electives are required from an area that will enhance understanding of teaching or applications of teaching mathematics. Elective courses include Physics 195, 195L, or Chemistry 200, 201. All programs must be approved by the adviser.

POLITICAL SCIENCE

1.   New certificate.

Political Science
Human Rights Certificate
(SIMS Code: XXXXXX)
     The Certificate in Human Rights encourages students to take multi-disciplinary courses offered by the College of Arts and Letters with human rights content so that they can obtain multiple perspectives on economic, political, social, and other factors that affect efforts to promote human rights. A formal academic certificate program allows students to gain specialized knowledge of human rights and obtain recognition of this on their transcripts.
     The certificate requires completion of 15 credits of course work to include Political Science 380 and 12 units selected from Africana Studies 322, 380, 422, Chicana and Chicano Studies 405, European Studies 440, Geography 440 [or Political Science 440], History 440, 557, International Security and Conflict Resolution 324, Latin American Studies 350, 430 [or Political Science 430], Lesbian Gay Bisexual Transgender Studies 321, Philosophy 340, 344, 510, 512, Political Science 104, 347B, Sociology 355, Women's Studies 520, 530.
     Students must obtain a C (2.0) or better in each of the certificate courses. Courses taken for a major or minor may apply to the certificate. Students may obtain a certificate in human rights without majoring in political science or other majors in the College of Arts and Letters.
     Contact the Department of Political Science for additional information.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Undergraduate Curriculum Committee.

To: Senate Officers
From: Norah Shultz on behalf of the General Education Reform Committee

This is an Action Item

The General Education Reform Committee was created as a joint Administrative Senate Committee. By Senate action a portion of the membership is to be appointed and a portion is to be elected. The election cannot be managed by me, as the administration. This defeats the purpose of the balance.

As noted in the May 2018 minutes the process is to be as follows

> 7.7 Nominees for General Education Steering Committee
>
> **Schultz** explained membership on the GE Reform Steering Committee, focusing in particular on the balance/distribution of a) elected and appointed members and b) faculty and administrators. She will meet with the Provost to finalize the plan.
>
> Note: Ahead of the Senate meeting, Colleges were asked (via Qualtrics) to forward multiple names (ranked) so that there would be alternates able to serve if originally selected faculty can't continue. Not all Colleges followed the requested protocol – but Senators were able to populate the Committee. Fowler provided a nominee at the meeting, and Shultz said she would work directly with Engineering on this.
>
> **MSP** To approve the slate of names (Abstentions: Aguilar, Preciado)

9

Therefore, I again ask SEC to begin the process to ask the following colleges to elect replacements to the General Education Reform Committee. Given that we are hoping to conclude our work at the end of the 2020-2021 academic year and that the members will be elected so late in this semester, I would ask that these appointments be for three semesters (spring 2020, and 2020-2021).

Thank you for your attention to this matter

From: Student Grievance Committee

The Student Grievance Committee requests the following change in Policy File Language:

1.0 Membership (12 + 8): five students and three alternates; three full-time faculty and two alternates; two full-time administrators and two alternates; one full-time staff representative and one alternate; Ombudsman
(nonvoting).

To:

1.0 Membership (12 + 8): five students and three alternates; three faculty and two alternates; two full-time administrators and two alternates; one full-time staff representative and one alternate; Ombudsman
(nonvoting).

Rationale:

The Student Grievance Committee believes that opening membership to all faculty, as opposed to only full-time faculty, will help the committee function better, both because it will be easier to find faculty willing to serve and because it will increase the likelihood of a diverse pool of faculty.

Date: 28 October 2019
To: SEC / Senate
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee
Subject: ACTION: Revision of Policy File regarding Calendar

ACTION: The AP&P Committee moves that the Senate revise the Calendar section of the University Policy File under University Policies/ Academics as follows:

Each Fall (or earlier, if possible), the Associate Vice President for Academic Affairs - Student Achievement (in consultation with appropriate campus officers) shall prepare the Academic Calendar for the following year including any winter, summer, or other supplemental sessions, referencing

a) guidelines established by the State of California, and an approved set of rules, principles, and algorithms to create it; the Calendar shall then

b) be presented to the Senate ~~as an information item~~ for approval and recommendation to the President.

However, the Calendar shall be presented for review to the Committee on Academic Policy and Planning for any year in which there are special circumstances that call for deviation from the approved rules, principles and algorithms; the Committee's report shall then be forwarded to the Senate for approval and recommendation to the President.

Rationale

The introduction of a 2019 pilot winter session led to lively debates on the Senate floor and in other venues of shared governance on campus about whether its length was adequate to ensure academic integrity. Subsequently the Senate debated the proposed 2020 pilot winter session in its September 3, 2019 meeting and voted not to approve it. At the time of the debate and the vote, many Senators were under the impression that it was within the Senate's purview to approve changes to the academic calendar, including the length of any proposed winter session. That was a mistaken assumption. Currently the policy file requires that the academic calendar be presented to the Senate each year as an information item only, leaving the Senate with no role in the approval process of any winter, summer, or other possible supplemental sessions. The exclusion of the Senate from the approval process of the academic calendar deprives it of the ability to ensure the integrity of academic programs and is a flaw in the policy file that the proposed changes remedy.

<div align="center">
Provost S. Hector Ochoa
November Meeting Senate Report
October 29, 2019
</div>

1. In order to learn about each College, I have scheduled a full day visit to meet with faculty, staff, administrators. During the month of October, I visited the following Colleges/units: PSFA (Oct. 3rd & 4th), Sciences (Oct. 8th), Health and Human Services (Oct. 11th), Engineering (Oct. 23rd), DAESA (October 24th) and the Library (Oct. 25th). I will visit the Fowler College of Business on November 1st, College of Extended Studies on November 21st and Imperial Valley on December 7th.

   After I have completed my College visits in November, I plan to begin meeting with departments for the remainder of this academic year.

2. The search committee for the Dean of the College of Arts and Letters has been established. The committee will have its first meeting with the external search firm (WittKeiffer) on November 8th.

3. The search to find a new Director for the Center for Teaching and Learning is underway. This is an internal search.

4. Once the Senate provides its representative to serve on the Library Dean Search Committee, this committee will begin its work on November 14th.

5. Dr. Steve Welter, VP for Research and Graduate Dean, has announced that he will be stepping down from his current role. This position will be divided into two positions in order to have a greater emphasis in building our research infrastructure and mission (VP for Research) and to have focus on enhancing our graduate education programs and infrastructure (Graduate Dean). An external search for the VP for Research will be conducted during the spring 2020 semester. An internal search for the Graduate Dean will be conducted during the fall 2021 semester.

6. The SDSU Strategic Planning Committee has completed its data collection/input phase regarding future strategic priorities for our university. Over, 3,900 individuals (faculty, staff, administrators, students, alumni and community members) participated and provided their thoughts and perspectives. The Strategic Planning Committee will meet on November 4th and 5th to review and discuss the analyses provided by our external consulting firm.

7. Each College was asked to develop a student success plan to address the CSU's GI 2025. Each Dean presented their plan to the President on October 21st.

8. During the month of October, College representatives of the Senate ARP Committee should have worked with their respective Dean to obtain input regarding budget request priorities. Each College and AVP will submit their PBAC funding priorities to the Provost in early November. On November 20th, College ARP representatives, the Senate Executive Officers (Mark Wheeler, Nola Butler-Bryd, Cyndi Chie), Deans and AVPs will convene to discuss and prioritize Academic Affairs' PBAC budget priorities. Each of the aforementioned individuals will have a vote in determining the recommendations made to the Provost regarding Academic Affairs' PBAC budget requests.

9. Given the imperative need to address faculty shortages in programs undergoing upcoming accreditation reviews or needing to provide required updated accreditation progress reports, I have decided to hold the BIE faculty lines for this coming academic year. BIE lines will be assigned to the Colleges that need faculty positions to meet accreditation requirements. College that receive these lines will be asked to use BIE criteria as a guide in their searches.

10. EMAG Report Update: As many of you know, in April 2018, SDSU President Sally Roush established the EMAG committee to review University admissions procedures, as it had been nearly ten years since the great recession and rising demand had caused the campus to move from campus impaction to program impaction. Shortly after SDSU President Adela de la Torre was appointed, she met EMAG members and tasked the group to directly engage with our local K-12 and community college leaders to assess improvements to the university's enrollment priorities and needs.

    The EMAG members' report was shared with the campus on October 28th, and included recommendations to move the campus toward a more comprehensive admission policy for the 2022 cycle and beyond. Faculty and staff are encouraged to read the report and share questions and comments with EMAG members (senators, and the co-chairs, SDSU Chief Diversity Officer J. Luke Wood and Ed Balsdon, Associate Dean of Graduate and Research Affairs). There will be a Senate Town Hall specifically to serve for Q&A for this report on the 14th of November.

    The EMAG process involved hundreds of students, faculty, staff, and also K-12, higher education, and nonprofit partners over the past year, and recently all ten local community colleges wrote a letter of support for the recommendations, as they strengthen local transfer pathways to SDSU, and since this past year has seen all-time high levels of local transfer admission. Overwhelmingly, responses from campus and community stakeholders supported moving SDSU to a more comprehensive admissions model yielding students who are more diverse and academically prepared to succeed.

    After the senate's review, and with its support, the recommended changes would be shared in 2020 with the California State University system Chancellor's Office, for the next phase of review, town halls with the community, and approval.

The recommendations include placing greater emphasis on English, mathematics and science courses and grades, providing added points for additional lab or relevant preparatory courses, additional points to local service area students, and considering students' individual life circumstances.

In addition to the coursework and academic weights, other recommendations include giving stronger consideration to students who:

- Participate in approved college-readiness programs supported by educational and nonprofit organizations.
- Have demonstrated involvement in community service, leadership, and work experiences, diversity related educational experiences, and biliteracy or multilingual competence. This recommendation was informed in part by 2019 University Senate resolutions in support of low-income and African-American students.
- Attend public schools that have high proportions of students who are underrepresented minorities, foster youth, receive free and reduced lunch, and/or are English language learners.
- Are enrolled members or the dependent of an enrolled member of a Federally Recognized Tribe, as aligned with the SDSU Kumeyaay Land Acknowledgement, and as supported by both K-12 stakeholders and from input provided by local Native American leaders.

EMAG also recommends creating an enrollment management steering committee to solicit greater engagement from this body, and from all the colleges, in the target setting process -- which is a recommendation we can move forward with immediately in discussion with the Senate Chair and the Deans, and is something leadership supports.

Action

III.   LIFELONG LEARNING AND SELF-DEVELOPMENT

New course
NURS 253. Stress and Human Health (3) [GE]
          Impacts and potential sources of stress. Methods to manage, prevent, and relieve stress. Relationships between stress and disease.

New course
RTM 200. Recreation, Travel, and Self-Awareness (3) [GE]
          How recreation and travel are influenced by economic, environmental, political, and socio-cultural forces. Impacts of recreation and travel on well-being and self-awareness.

IV.   EXPLORATIONS OF HUMAN EXPERIENCE

B.   Social and Behavioral Sciences

Change to course abbreviation
P H 330. Plagues Through the Ages (3) [GE]
          Political, economic, religious, and cultural effects of disease. Significant role epidemics and disease have played in development of civilizations from beginning of recorded history to present. (Formerly numbered General Studies 330.)

Change to course description and title
SOC 352. Global Social Problems (3) [GE]
          Prerequisite: Sociology 101.
          Contemporary social problems from global and transnational perspectives.

Change to course description and title
SOC 355. Sociology of Race and Ethnicity (3) [GE]
          Prerequisite: Sociology 101.
          Historical and comparative analysis of race and ethnic relations. Origins and maintenance of ethnic stratification systems; discrimination and prejudice; the

adaptation of communities; role of social movements and government policies in promoting civil rights and social change.

To: Senate Executive Committee/Senate

From: Graduate Council

Date: October 3, 2019

Re: 2020-2021 *Graduate Bulletin*

_____

INFORMATION (5I-10-19)

ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION

1.   Change to description and title.

      Administration, Rehabilitation and Postsecondary Education
      STUDENT AFFAIRS & SUCCESS
      ARP 620. Student Affairs and Student Success (3)
            Historical roots, diversity of institutions and students; philosophical foundations of the field and student success, guiding values, key legal principles and theoretical bases; functional areas within student affairs, their evolution, purpose, professional associations, standards, and current issues.

      Change(s): *And student success* added to description. Title updated from *Student Affairs in Higher Education* to what is presented above.

2.   Change to title.

      Administration, Rehabilitation and Postsecondary Education
      ARP 621. Theoretical Foundations of Student Affairs and Student Success (3)
            Prerequisite: Consent of instructor.
            Major theoretical foundations of student affairs, including student personnel point of view, student development, and student learning imperative.

      Change(s): *And student success* added to title.

3.   Change to title.

      Administration, Rehabilitation and Postsecondary Education
      INTRA AND INTER COMM
      ARP 622. Intra and Interpersonal Communication for Student Success (3)
            Prerequisite: Consent of instructor.
            Four major domains of communication and leadership: interpersonal, intrapersonal, small group, and organizational dynamics. Addresses assessment of techniques and intervention strategies for each domain.

Change(s): Title updated from *Communication and Group Process in Student Affairs Leadership* to what is presented above.

4.   New course.

Administration, Rehabilitation and Postsecondary Education
ADVISING & COACHING (C-4)
ARP 624. Advising and Coaching for Student Success (3)
    Developmental relationships in postsecondary education. Major advising and coaching theories. Applications, competencies and practices to support student success.

5.   Change to title.

Administration, Rehabilitation and Postsecondary Education
EQUITY-MINDED APPROACHES
ARP 747. Equity-Minded Approaches for Student Success (3)
    Prerequisite: Consent of instructor.
    Current theory and practice in meeting needs of diverse learners. Leadership and administration of educational organizations as political, complex systems requiring consensus-building dynamics in a multicultural society.

Change(s): Title updated from *Educational Leadership in a Diverse Society* to what is presented above.

BIOINFORMATICS AND MEDICAL INFORMATICS

1.   New course.

Bioinformatics and Medical Informatics
SCIENTFC FNDMNTLS & ETHCS (C-2)
BIOMI 612. Scientific Fundamentals and Ethics (3)
    (Same course as Computational Science 612)
        Prerequisite: Graduate standing.
        Oral and written research presentation skills development. Responsible conduct of research and ethics training. Authorship, collaboration, data management, peer review, and publication.

COMPUTATIONAL SCIENCE

1.   New course.

Computational Science
SCIENTFC FNDMNTLS & ETHCS (C-2)
COMP 612. Scientific Fundamentals and Ethics (3)
    (Same course as Bioinformatics and Medical Informatics 612)
        Prerequisite: Graduate standing.

Oral and written research presentation skills development. Responsible conduct of research and ethics training. Authorship, collaboration, data management, peer review, and publication.

EDUCATIONAL LEADERSHIP

1. New course.

    Educational Leadership
    LEADING EQUITY IN SCHOOLS (C-4)
    EDL 615. Leading Equity in Schools (6)
        Prerequisite: Admission to MA degree.
        Supporting equity for students in PK-12 schools through leadership roles. Common biases and inequities that affect students based on ability, gender, national origin, race, religion, and sexual orientation. Systems design for reducing inequities for all learners.

2. New course.

    Educational Leadership
    LEAD TEAMS EVIDENCE-BASED (C-4)
    EDL 616. Leading Teams to Use Evidence-Based Practices (5)
        Prerequisite: Admission to MA degree.
        Evaluation of sources of evidence, identification of best practices, and needs assessment. Accessing research to improve uses of evidence-based practices and implementation science.

3. New course.

    Educational Leadership
    MENTORING COACH & COLLAB (C-4)
    EDL 617. Mentoring, Coaching, and Collaboration (5)
        Prerequisite: Admission to MA degree.
        Leadership and institutional improvement. Adult learning theory models and methods to improve collaboration between communities, families, and schools.

4. New course.

    Educational Leadership
    ORGANIZATIONAL ENGAGEMENT (C-4)
    EDL 618. Organizational Engagement (5)
        Prerequisite: Admission to MA degree.
        Invitational education and implementation science. Designing professional learning opportunities and leading communities for improvement and increased engagement.

PHILOSOPHY

1.   Change in program.

Philosophy
Specific Requirements for the Master of Arts Degree
(Major Code: 15091) (SIMS Code: 115301)
        In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Requirements for Master's Degrees, the student must complete a program of 30 units of graduate coursework (500-799) selected with the approval of the graduate adviser. Students must complete a minimum of 24 units from courses in philosophy. The 24 units shall include Philosophy 521, 799A, and a minimum of 12 units of 600-level courses in philosophy.
        Remainder of description *(no change)*

Change(s): Change requires students to take at least 12 units of PHIL 600 (rather than a maximum of 6 units) and deletes options to take 610, 620, or 630.

To: Senate Executive Committee/Senate

From: Graduate Council

Date: October 3, 2019

Re: 2020-2021 *General Catalog* and *Graduate Bulletin*

_____

INFORMATION (5I-10-19.500)

ANTHROPOLOGY

1.   New course.

       Anthropology
       ANTHROPOGENIC LANDSCAPES (C-2 two units; C-7 one unit)
       ANTH 563. Anthropogenic Landscapes (3)
              Two lectures and two hours of activity.
              Prerequisite: Anthropology 302.
              Human activity that has shaped the Earth's surface over time. Past human impacts
       to include geo-archaeology and laboratory analyses of anthropogenic sediments.

CONSTRUCTION ENGINEERING

1.   Change to prerequisites.

       Construction Engineering
       CON E 520. Environmentally Conscious Construction (3)
              Two lectures and three hours of laboratory.
              Prerequisite: Construction Engineering 312 for construction engineering and
       construction management majors; Civil Engineering 444 for civil engineering majors;
       concurrent registration in Civil Engineering 495 for environmental engineering majors.
              Design and design processes to target a sustainable structure. Construction
       practices associated with protection of environment. Application of industry standards for
       environmental and energy performance of buildings. Impacts on selection of methods,
       materials, and equipment for construction. Design of procurement and management
       systems to support environmentally conscious building. Commissioning and startup.
       (Formerly numbered Construction Engineering 420.)

       Change(s): *And construction management* added to prerequisites.

TELEVISION, FILM AND NEW MEDIA

1.   Change to prerequisite.

       Television, Film And New Media

TFM 552. 3D Digital Storytelling (3)
        Two lectures and three hours of activity.
        Prerequisite: Television, Film and New Media Production 365.
        Narrative in animation. Pre-production and production techniques in 3D animated film.

Change(s): Prerequisite updated from *Television, Film and New Media Production 350 or Theatre 440* to what is presented above.

2.   New course.

Television, Film And New Media
ADVANCED NEW MEDIA (C-4 two units; C-20 one unit)
TFM 565. Advanced New Media (3)
        Two lectures and three hours of activity.
        Prerequisite: Television, Film and New Media Production 552.
        Practicum in direction and development of immersive live action and 3D computer-generated passive or interactive productions.

To   SEC, Senate and Mark Wheeler,

From   Mark Reed & Sherry Ryan
        Co-Chairs, Academic Resources and Planning

Date   October 15, 2019

Re   Information items from recent ARP meetings (9/24/19 & 10/8/19)

9/24/19 Meeting

2018/19 Academic Affairs Lottery Budget

Radmila Prislin presented the proposed 2019/20 Academic Affairs lottery budget of $2,639,000 (see attached). She noted this was the first time since 2011 lottery funding has increased. Prislin presented a proposed budget reflecting the same distribution of funding as previous years. Members of the committee inquired about how this distribution of funding was established and Prislin did not know the origin of the current distribution. Mark Wheeler suggested a timeline and schedule of decisions made by AR&P be developed so the committee could discuss these budget decision processes during the academic year. The committee agreed to discuss the lottery budget distribution at an AR&P meeting in the spring. The committee voted in the affirmative to accept the proposed budget.

Discussion of Adding Additional AR&P Committee Members
In conjunction with the proposed name change of AR&P (e.g., University Resources and Planning), the committee began a discussion around committee membership and whether the committee should consider adding additional members from the newly created divisions on campus. After some discussion, the committee tabled the item until the next meeting.

Joint PBAC/AR&P Meeting
Crystal Little presented information about the joint AR&P and PBAC meeting that was taking place on 9/26/19. The committee discussed the proposed agenda as well as a document provided to the committee by the Council of VPs which outlines a draft of recommended priorities to guide the 2019-20 budget process (see attached joint meeting materials). Recommendations were made to follow the previous budget priorities outlined in the past strategic plan and to develop more specific guiding principles of budget priorities to help decision making around PBAC requests that come to AR&P.

Additional Academic Affairs PBAC Membership
Mark Wheeler informed the committee that in order to balance the addition of three administrators to the PBAC committee, the co-chairs of PBAC requested the identification of three additional members from Academic Affairs. The following Academic Affairs faculty and staff agreed to serve on PBAC on an interim basis: Debra Bertram, Rebecca Lewison, and Khaled Morsi. They will serve until the Senate has developed and approved a process identifying permanent new members for this committee.

10/8/19 Meeting

New Committee Member
We welcomed our new student member, Bella Martelino [AS Representative] to the committee.

Joint PBAC/AR&P Meeting recap
For the benefit of those not able to attend, the committee briefly discussed the highlights of the meeting. Many committee members felt the meeting was productive and demonstrated continued progress on issues related to the university budget (see attached agenda and accompanying documents from the joint meeting)

New program Proposal
Eugene Olevsky provided information to the committee about a new proposed undergraduate major (Construction Management) in the College of Engineering. After some insightful questions and discussion around the resources needed for the proposed program, the committee voted in the affirmative to approve this proposal.

Continued Discussion of Adding Additional AR&P Committee Members
This was a continuation of a discussion that was initiated at the last AR&P meeting. Some committee members were concerned adding new members could hinder productive group dynamics while others mentioned that many Senate committees do not have representation from every university unit. Other members noted members from the newly created divisions, as well as URAD, as represented on PBAC. After significant discussion, the committee agreed to keep the voting membership the same and would revisit in the future, if necessary.

September 23, 2019

MEMORANDUM

19-20: 11

TO: Mark Reed, Co-Chair
Sherry Ryan, Co-Chair
Academic Resources and Planning Committee

FROM: Radmila Prislin, Associate Vice President
Academic Affairs – Resource Management

SUBJECT: Proposed 2019/20 Academic Affairs Lottery Budget

Consistent with past practice, I am forwarding Academic Affairs proposed 2019/20 Lottery budget along with 2018/19 Lottery expenditures for review by the Academic Resources and Planning Committee (AR&P). The University's 2019/20 lottery allocation included an increase of $206,000, with the majority of it being allocated to Instructional Equipment Replacement to offset the 2011/12 lottery reduction of $417,000, and $12,360 being used to cover the corresponding increase in the University's 6% Administrative Fee. As has been the case in previous years, we are planning to use the bulk of 2019/20 Lottery funds for the purchase of instructional equipment and software.

Please contact me if you have any questions.

cc: Salvador Hector Ochoa, Provost and Senior Vice President
Dana Smith, Interim Director, Budget and Finance

THE CALIFORNIA STATE UNIVERSITY · BAKERSFIELD · CHANNEL ISLANDS · CHICO · DOMINGUEZ HILLS · EAST BAY · FRESNO · FULLERTON · HUMBOLDT · LONG BEACH · LOS ANGELES
MARITIME ACADEMY · MONTEREY BAY · NORTHRIDGE · POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE · SAN LUIS OBISPO · SAN MARCOS · SONOMA · STANISLAUS

48

2019/20 PROPOSED CAMPUS-BASED LOTTERY BUDGET

Program	Proposed Lottery Budget
Education - Mathematics and Science Teacher Initiative (MSTI)	$74,350
SDSU-Imperial Valley	$19,800
Academic Engagement and Student Achievement - FSMP	$238,400
Academic Engagement and Student Achievement - Advising	$71,800
Instructional Technology Services	$15,000
Enrollment Services	$172,000
Instructional Equipment Replacement	$1,887,510 [1]
Reserve for 6% Administrative Fee	$160,140 [2]
Total	$2,639,000 [3]

[1] Reflects a $194,060 increase in equipment allocation from 2018/19, which offsets a portion of the $417,000 reduction from 2011/12.

[2] Reflects projected 6% administrative fee to be paid in 2019/20.

[3] Excludes $30,000 allocated to Student Affairs, EOP Future Scholar-Scholarships.

AVPAA-4
Printed
09-23-19

2018/19 LOTTERY EXPENDITURE REPORT FOR ACADEMIC AFFAIRS CAMPUS BASED PROGRAMS

College or Division/Category	Final 2018/19 Budget [1]	2018/19 Expenditures (including encumbrances)	2018/19 Year-End Balance
Education			
Support for Mathematics and Science Teacher Initiative (MSTI)	$67,196	$54,999	$12,197
SDSU-Imperial Valley			
Student Assistant Salaries and Benefits	$4,357	$2,348	$2,009
Supplies and Services	$15,466	$17,863	-$2,397
Subtotal, SDSU-Imperial Valley	$19,823	$20,211	-$388
Division of Academic Engagement and Student Achievement			
DAESA - Faculty Student Mentoring Program (FSMP)			
Faculty Salaries and Benefits	$0	$0 [2]	$0
Student Assistant Salaries and Benefits	$39,033	$48,419	-$9,386
Temporary Help Salaries and Benefits	$92,482	$96,592	-$4,110
Supplies and Services	$70,437	$75,987	-$5,551
DAESA - Advising			
Student Assistant Salaries and Benefits	$0		$0
Temporary Help Salaries and Benefits	$0		$0
Supplies and Services	$16,441	$15,104	$1,337
Subtotal, Undergraduate Studies-FSMP and Advising	$218,393	$236,102	-$17,710
Instructional Technology Services			
Student Assistant Salaries and Benefits	$15,469	$15,671	-$202
Enrollment Services			
Student Assistant Salaries and Benefits	$172,696	$167,745	$4,951
Academic Affairs - All Colleges / Divisions			
Equipment and Instructional Equipment Replacement	$1,922,207	$1,787,215	$134,992
Administrative Fee	$147,780	$145,980 [3]	$1,800
Total	$2,563,564	$2,427,923	$135,641

[1] Includes roll forward from 2017/18 and transfers between programs.

[2] Excludes a total of $110,302 in lottery budget and corresponding expenses allocated to support faculty release time in 2018/19. DAESA transferred $110,302 in budget to Academic Affairs which was used to support college/division equipment purchases, and Academic Affairs in turn allocated University Operating Fund (UOF) budget directly to colleges for FSMP course release. Providing UOF funding was implemented in 2015/16 to assist colleges with tracking of instructional budget and expenses.

[3] Includes Administrative Fee on $30,000 allocated to Student Affairs, EOP Future Scholar-Scholarships.

AVPAA-4
Printed
09-23-19

Joint Budget Meeting
PBAC and AR&P
September 26, 2019
2:00p.m. @ Scripps Cottage

I. **Introductions**

II. **2020/21 Budget Process Timeline (Attachment 1)**
- Dollar threshold for PBAC budget proposals
- Divisional rankings
- Matching Funds

III. **2020/21 PBAC Budget Request Form (Attachment 2)**
- Consider including divisional matching funds and/or savings
- Consider including a performance (outcome) measure

IV. **Availability of Resources (Attachment 3)**
- PBAC historical funding and allocations
- Estimated 2020/21 base and one-time PBAC funding

V. **2020/21 Campus Budget Priorities (Attachment 4)**

San Diego State University
2020/21 Initial Budget Process

I.	Budget Updates sent by VP BFA to faculty and staff	Sep 2019 – June 2020
II.	Joint budget meeting hosted by the 2 budget committee Chairs (PBAC and AR&P) to discuss and provide inputs on campus budget priorities	Before end of September 2019
III.	Finalize campus budget priorities Announce/publish campus budget priorities Announce/publish divisional budget process & timeline Announce/publish PBAC budget process & timeline	COVP & PBAC Mid-October
IV.	Budget forum hosted by Provost and VP BFA Divisions conduct internal budget request processes	Oct 2019 – Dec 12, 2019
V.	Vice Presidents and President discuss general budget issues (e.g., availability of funding from state and CSU, status of revenue initiatives and auxiliary budgets), critical divisional support needs, and support of strategic initiatives	Nov 2019 – May 2020
VI.	2020/21 divisional budget requests due to B&F ▪ Requests must meet dollar thresholds for PBAC	12/13/2019
VII.	Vice Presidents share their 2020/21 ranked/prioritized divisional base and 1X budget requests with the President and VPs (First draft).	COVP 1/6/2020 COVP 1/13/2020 COVP 1/20/2020
VIII.	Vice Presidents review and prioritize divisional base and 1X budget requests with the President and VPs. Revise all the requests to a manageable list to be shared with PBAC (Second draft) ▪ Identify mandatory (non-discretionary) requests ▪ Prioritize requests with matching funds ▪ Prioritize requests within available resources	COVP 1/27/2020 COVP 2/3/2020 COVP 2/10/2020 (hold) PBAC 1/30/2020

[1] **Auxiliary Budgets are discussed to provide information on overall university resources. Auxiliary budgets are set based on the codified budget process of the individual auxiliary and in compliance with the corresponding legal and regulatory framework of the auxiliary.**

San Diego State University
2020/21 Initial Budget Process

IX.	AR&P and PBAC meet to discuss the divisional budget requests First half of all divisions Second half of all divisions	ARP 3/10/2020 PBAC 3/12/2020 ARP 3/24/2020 PBAC 3/26/20220
X.	BFA provides best estimate of base and one-time funds available for 2020/21 to VPs and President based on available information	March 2019
XI.	Budget forum hosted by Provost and VP BFA	March 2019
XII.	AR&P and PBAC review the consolidated list (second draft) and prioritize the budget requests based on the best estimate of available funding.	ARP 4/14/2020 PBAC 4/16/2020
XIII.	Joint budget meeting hosted by the 2 budget committee Chairs (PBAC and AR&P) to review and provide input/recommendations on the consolidated list.	(Joint) PBAC 4/30/2020
XIV.	Vice Presidents and President discuss the budget requests taking into consideration input from AR&P and PBAC, and prioritize the requests as needed to match the available funding (third draft).	COVP 5/4/2020
XV.	AR&P and PBAC review the revised budget proposal (third draft). PBAC recommends to President who authorizes allocations to divisions	ARP 5/12/2020 PBAC 5/14/2020 PBAC 5/29/2020 (hold)

[1] **Auxiliary Budgets are discussed to provide information on overall university resources. Auxiliary budgets are set based on the codified budget process of the individual auxiliary and in compliance with the corresponding legal and regulatory framework of the auxiliary.**

SAN DIEGO STATE UNIVERSITY

PBAC
Budget Request Form

Request Date: Click or tap to enter a date.

Requestor Name: Click or tap here to enter text.

Proposal Title: Click or tap here to enter text.

Proposal Category:

☐ Divisional Choose an item.   ☐ Cross Divisional

☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:

Click or tap here to enter text.

Budget Request:

☐ **Base Request**   **Amount $**Click or tap here to enter text.

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):

Click or tap here to enter text.

☐ **One-Time Request**   **Amount $**Click or tap here to enter text.

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):

Click or tap here to enter text.

Is this a multi-year funding request? If so, please explain.

Click or tap here to enter text.

How does this proposal help to advance the institution?

Click or tap here to enter text.

Is this request time sensitive? Explain why funding is needed at this time.

Click or tap here to enter text.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

Click or tap here to enter text.

[1] Budget benefits as 50% of salary

PBAC Approved Budget Requests (Initial & Fall/Spring Budget Allocations)

Approved Budget Requests	One-Time			Base		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Academic Affairs:						
New T/TT Faculty Positions				$1,500,000	$1,250,000	$2,985,000
T/TT Faculty Start-up	$2,000,000	$4,100,000	$1,500,000			
Tenure and Promotion				$399,055	$339,822	$502,700
Faculty Retention				$550,000		
FERP Funding: Move from base to 1-time			$1,040,000			
Partner Hires			$500,000			
Faculty support			$350,000			
Enrollment Growth Funding	$5,880,000	$4,997,600	$2,250,000		$1,000,000	$1,500,000
Enrollment and Academic Support (2 years of $1.25M)		$2,500,000				
Incentive for Revenue-Generating Enrollment Growth			$300,000			
Incentive for Summer Session		$273,600				
Instructional Equipment		$3,040,655				
Equipment Maintenance	$311,000					
Classroom/Teaching Laboratory Renovations	$7,450,000					
Summer SMART Technology Upgrades	$500,000	$500,000				
Library Funding				$100,000	$100,000	$100,000
Library Subscriptions	$400,000					
Library Acquisitions			$250,000			
Library High-End Computing Lab			$250,000			
Supplemental Instruction	$100,000			$245,000		
Library Outdoor Seating	$250,000					
Provost Milestone Award	$100,000	$100,000				
Visiting Scholars	$75,000	$75,000				
Provost Undergraduate Mentoring Program	$50,000					
CES-Funded Faculty				$271,000		
IVC Operations Budget				$20,000	$20,000	$20,000
SDSU-IV 4-Year Campus Campaign			$110,000			
IVC Security (3 years)	$300,000					
Student Support in Instruction		$1,000,000		$500,000		
General Education Program Reform	$45,600					
New Registration Timeline Support	$249,600					
DUS Student Achievement Initiatives	$32,500					
SDCC Funds for Remedial Instruction	$150,000					
NCFDD Memberships and IHE Subscription	$116,000					
Center for Teaching & Learning	$59,000					
Software and Database		$903,351				
Social and Economic Vulnerabilities Initiative (3 years of $51,560)		$154,680				

PBAC Approved Budget Requests (Initial & Fall/Spring Budget Allocations)

	One-Time			Base		
Approved Budget Requests	**2017/18**	**2018/19**	**2019/20**	**2017/18**	**2018/19**	**2019/20**
Class-size Reduction – Student Success Initiative			$1,000,000			
Universal Design			$5,000			
Cost to replace CurricUNET and institute improved curriculum approval processes			$576,650			
Faculty Leadership Professional Development Funds			$100,000			
Support for the Center of Teaching and Learning			$140,000			
Data Champions/Data Fellows			$120,000			
Innovative Student Success Initiatives			$250,000			
Innovative Majors, Minors, & Other Programs			$100,000			
Strategic Evidence-Based Continuous Improvement Framework to support Equity-Driven High Achievement for our Students and WASC Regional Accreditation			$96,000			
Support for Explore SDSU and Recruiting Expenses			$66,000			
Campus to Reassume $3m Operating Costs Shifted to CES During the Last Recession		$800,000	$3,000,000			
Establishment of new cultural and identity centers			$300,000			
Black Student Retention Needs: Meeting Grad 2025 Goals						$70,000
Academic Advisors: (3 years)	$2,520,000					
Academic Advisors: Move from 1-Time to Base Funding						$345,708
ES Application Evaluator (3 years)	$250,000					
SSF ARP Coordinator				$82,188		
EIS - Staff				$37,500		
EIS – Meeting Space Support Techician					$42,500	
Senate Support Staff				$72,000		
IT Staff	$200,000					
EAB Personnel				$145,000		
EO 1110 Costs	$150,000			$350,000		
AVP IT				$130,000	$125,000	
Accountant					$112,500	
AVP for Faculty Diversity and Inclusion					$276,006	
Support for Faculty Diversity and Inclusion Office		$426,000				
Administrative Analyst for AA Resource Management Office						$52,500
Staff for Office of Faculty Diversity and Inclusion			$360,000			$390,000
Tribal Liaisons						$150,000
Pool of resources to be distributed competitively for new staff positions						$600,000
Subtotal Academic Affairs	**$21,188,700**	**$18,870,886**	**$12,663,650**	**$4,401,743**	**$3,265,828**	**$6,715,908**

PBAC Approved Budget Requests (Initial & Fall/Spring Budget Allocations)

	One-Time			Base		
Approved Budget Requests	**2017/18**	**2018/19**	**2019/20**	**2017/18**	**2018/19**	**2019/20**
Graduate & Research Affairs:						
Funding to Support Master's Student Research/Creative Activities			$250,000			$250,000
Matching Funds for Grant Submissions	$400,000		$400,000			
Research Faculty Bridge Funding	$150,000					
Graduate Research Grant Writing Program	$50,000					
Assigned Time for Grant Development Support			$250,000			
Shared Equipment and Shared Facilities		$250,000	$400,000			
Undergraduate Research Program	$200,000		$200,000			
Assigned time for Research and Creative Activities	$125,000		$350,000			
University Graduate Fellowship (UGF)	$500,000			$500,000	$500,000	
Student Research Symposium (SRS)	$44,000					$50,000
Subtotal Graduate & Research Affairs	**$1,469,000**	**$250,000**	**$1,850,000**	**$500,000**	**$500,000**	**$300,000**
Student Affairs:						
EOP Summer Bridge				$47,000		
International Student Transition & Retention				$110,167		
Peer Commuter Academic Mentoring Program				$250,000		
International Study Abroad Advising				$51,954		
International Student Advising				$77,184		
Black Resource Center - Infrastructure		$44,501				
Black Resource Center Renovation	$500,000					
OFAS Renovation	$800,000					
ADA Mandatory Accommodations	$208,000	$35,000	$196,000			
Economic Crisis Response Team (ECRT) - Coordinator (SSP II)					$75,218	
University Judicial Officer (SSP III)					$81,966	
Educational Opportunity Program (EOP) @ Imperial Valley Campus					$30,000	
Student Organization Conflict & Identity Awareness (SOCIA)		$200,000				
Safety Enhancements			$51,546			
Career Development Coordinators			$135,000			$58,944
StratComm - Web Developer SA						$81,000
Subtotal Student Affairs	**$1,508,000**	**$279,501**	**$382,546**	**$536,305**	**$187,184**	**$139,944**
Information Technology:						
Cybersecurity Staffing (3 years)		$1,425,000				
Chief Information Officer Salary/Benefits and Moving and Relocation Expenses			$25,000			$216,612
ATI Coordinator for SDSU ATI Compliance						$150,000
Subtotal Information Technology	**$0**	**$1,425,000**	**$25,000**	**$0**	**$0**	**$366,612**

Prepared by Budget and Finance
9.26.19

PBAC Approved Budget Requests (Initial & Fall/Spring Budget Allocations)

Approved Budget Requests	One-Time			Base		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Business & Financial Affairs:						
University Police - CRO				$136,500		
EH&S - Chemical Inventory Tracking Software	$75,000					
University Police - CSO	$100,000					
University Police - Threat Assessment				$133,160		
University Police - Dispatch Equity				$51,000		
University Police - SUPA Equity				$36,000		
University Police - Dispatch	$95,000					
University Police - Records/Crime Analyst	$90,000					
University Police - Access Control Review (3 years)	$141,000					
University Police - Crime Analyst			$76,000			
University Police – Administrative Lieutenant					$197,000	
Radio Equipment Replacement	$307,000					
Emergency Preparedness - Director & OE&E				$200,000		
Emergency Management Coord						$97,500
New Registration Timeline Support	$120,000					
Budget Transparency Software			$10,000			$30,000
Red & Black Shuttle		$240,040			$163,340	
Project Manager		$180,000				
Project Delivery Team						$375,000
EIS – Maintenance to APPA Level 3/Level 2				$246,500	$246,500	
Facilities Services - Maintenance Contracts				$100,000		
Facilities Services - Buyer/Analyst				$100,000		
Facilities Services – Custodians				$650,000	$325,000	
FS Management Staffing - Associate Director Administration						$37,500
FS Management Staffing - Accounting Tech II						$60,000
FS Management Staffing - Accounting Tech I						$58,500
FS Management Staffing - Assistant Landscape Manager						$90,000
FS Management Staffing - Equipment/Expenses						$10,220
Labor Relations Manager - Employee Relations				$127,500		
Confidential Office Support - Employee Relations						$60,000
Subtotal Business & Financial Affairs	**$928,000**	**$420,040**	**$86,000**	**$1,780,660**	**$931,840**	**$818,720**
Athletics:						
Aztecs Going Pro & Nutrition		$50,000				
Subtotal Athletics	**$0**	**$50,000**	**$0**	**$0**	**$0**	**$0**

Prepared by Budget and Finance
9.26.19

PBAC Approved Budget Requests (Initial & Fall/Spring Budget Allocations)

	One-Time			Base		
Approved Budget Requests	**2017/18**	**2018/19**	**2019/20**	**2017/18**	**2018/19**	**2019/20**
University Relations & Development:						
Brand & Marketing				$150,000		
SDSU Home Page		$150,000				
Institutional Television Spot	$100,000					
Donor Database Conversion	$750,000					
Web Communication Technology	$150,000					
Gravity/Wave Software		$250,000				
Planned Giving Marketing				$50,000		
Development Officer				$37,500		
Development Officer, Diversity Prospect Development					$37,500	
Evertrue and LinkedIn Premium Business Accounts			$44,780			
Alumni Engagement Request			$55,500			
Subtotal University Relations & Development	**$1,000,000**	**$400,000**	**$100,280**	**$237,500**	**$37,500**	**$0**
President's Office						
Executive Assistant to the President and Office Manager					$67,000	
Presidential Speechwriter/Presidential Communications Director					$210,000	
Travel					$5,250	
Est. Relocation Cost for New President and Staff		$50,000				
Support the Aztec Identity Governing Authority					$200,000	
Creation of Garden - "Building Bridges"		$250,000				
StratComm - Campus Photography Initiative			$25,000			
StratComm - Web Developer			$81,000			
Subtotal President's Office	**$0**	**$300,000**	**$106,000**	**$0**	**$482,250**	**$0**
Cross Divisional:						
SDSU Research Foundation	$1,000,000	$750,000	$650,000			
Staff Professional Development (across the University)	$250,000	$250,000				
Worker's Compensaton	$700,000	$700,000				
Bridge Loan due to Early Registration		$860,000				
University Lease Payments (17/18 - Veteran House)	$90,000			$165,000		
Strategic Plan			$300,000			
Employee Bonus (bargained)	$450,000					
Pool of resources to be distributed competitively for new staff positions					$300,000	$200,000
Subtotal Cross Divisional	**$2,490,000**	**$2,560,000**	**$950,000**	**$0**	**$300,000**	**$200,000**

Prepared by Budget and Finance
9.26.19

PBAC Approved Budget Requests (Initial & Fall/Spring Budget Allocations)

Approved Budget Requests	One-Time			Base		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Deferred Maintenance/Capital Projects:						
Painting	$1,000,000	$1,000,000				
Enhancing Campus Climate and Culture (ECCC) initiatives	$1,000,000	$1,000,000	$500,000			
Master Plan - EIR/Traffic Mitigation		$2,200,000	$2,600,000			
Window Washing	$75,000					
Deep Cleaning in Classroom/Office		$500,000				
HVAC Replacement - North Life Sciences/Education	$2,500,000					
Alley behind OHA	$500,000					
IVC Renovation/North Classroom	$600,000					
Baseball Warning Track		$175,000				
Tennis Court Resurface		$80,000				
Centennial Paver Repair		$1,000,000				
PM Cost Recovery		$624,837				
Additional Exterior Lighting		$450,000				
Love Library Roof Replacement		$600,000				
DM Funding - Phase 1 of 5			$6,400,000			
PSFA CSFM Corrections - Construction		$350,000	$1,500,000			
Access Control Replacement/Upgrade			$1,000,000			
Radios and Radio System Installation			$525,000			
Academic Building Capital Fund			$2,000,000			
PSFA Environmental Condition Improvements			$3,000,000			
Subtotal Deferred Maintenance/Capital Projects	**$8,165,000**	**$10,539,837**	**$18,475,000**	**$0**	**$465,000**	**$200,000**
Total Budget Requests	**$34,258,700**	**$32,535,264**	**$33,688,476**	**$7,456,208**	**$5,869,602**	**$8,541,184**

The annual budgeting and review process is improved by the early establishment of general principles and budget priorities. Prior to the finalization of the Strategic Plan, which will inform these priorities in future years, the following priorities are recommended for discussion to guide prioritization for the 2019-20 budget process. Requests should respond to a clear and time sensitive need, should advance the University in innovative and data-informed ways, should contribute to the long-term financial sustainability of the University, and should align with at least one of the following two tactical goals for investment this year:

- **University Capacity Building:** Invest in Human, Technological, Physical and Philanthropic capital. Capacity building is a continuous improvement strategy toward the creation of a sustainable and effective organization. (e.g. Campus Safety, Planning for Faculty Start-Up Packages, Information Architecture)

- **Promoting or Leveraging Campus and System-Wide Collaboration and Synergies** (e.g. Shared Services, Graduation Initiative 2025, Library and Information Access)

Date: 29 October 2019
To: SEC / Senate
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee
Subject: Information: AP&P meeting, 22 Oct. 2019

The Academic Policy and Planning Committee met on 22 October.

In October, AP&P received the following referral from the UCC: Develop a policy for Service Learning course designation. In response, AP&P returns the following recommendation.
AP&P recommends that UCC form or appoint an ad hoc subcommittee (that need not be comprised of UCC members) to review existing SL-designated courses and approve new SL courses.

A member of AP&P advanced the following proposal: Consider proposing a change to the policy file to give the Senate a deciding role in determining the length and structure of summer and winter sessions. This proposal was approved. See separate action item.

The College of Extended Studies (CES) has proposed to change its name to "SDSU World Campus." CES Dean Radhika Seshan presented this proposal to AP&P. After discussion, AP&P approved this name change. A memo was signed by the AP&P chair and delivered to the Chair of the University Senate.

In October, AP&P received the following referral from the Senate Officers: Develop a policy for Senate PBAC appointments. In response, AP&P has appointed a subcommittee to draft a policy and share with the rest of the committee at our November meeting.

The Office of Faculty Advancement shared with AP&P a draft of a checklist of syllabus recommendations and requirements, per current University Policy, along with a draft syllabus template. AVP Joanna Brooks attended. These items were shared with the committee for input, not proposed for adoption in the policy file. AP&P members were supportive of the documents and provided AVP Brooks with feedback.

Office of the Dean
College of Extended Studies
San Diego State University
Room #2503
5250 Campanile Drive
San Diego CA 92182-1923
Tel: 619 594-5822
Fax: 619 582-1622
Email: rseshan@sdsu.edu
www.neverstoplearning.net

SAN DIEGO STATE UNIVERSITY

Memorandum

Date: October 2, 2019

To: Mark Wheeler, Chair

        University Senate

VIA: DJ Hopkins, Chair

        University Committee on Academic Policy and Planning

VIA: Salvador Hector Ochoa

        Provost and Senior Vice President

From: Radhika Seshan, Dean

        College of Extended Studies

Subject: Proposal to Change College Name

This memo is to request a name change for the College of Extended Studies (CES). CES would like to change its name to SDSU World Campus.

SDSU: Our self-support programs originate from SDSU's academic departments (same rigor and outcomes)

World: Programs and services, pathways and experiences available to all learners - on-site, off-site and online

Campus: Provides the entire range of the student experience– from marketing & enrollment to career services.

THE CALIFORNIA STATE UNIVERSITY · BAKERSFIELD · CHANNEL ISLANDS · CHICO · DOMINGUEZ HILLS · EAST BAY · FRESNO · FULLERTON · HUMBOLDT · LONG BEACH · LOS ANGELES
MARITIME ACADEMY · MONTEREY BAY · NORTHRIDGE · POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE · SAN LUIS OBISPO · SAN MARCOS · SONOMA · STANISLAUS

63

To: Senate

From: Doreen Mattingly, Chapter President, CFA

Date: October 9, 2019

Re: Information Item

CFA Report: Bargaining Survey

Our Collective Bargaining Agreement (CBA) is one of the most important documents governing our work lives in the CSU. This negotiated agreement protects faculty rights and academic freedom, ensures fair wages and benefits, regulates our workload and evaluation process, and addresses issues of safety and racial and social justice on our campuses. With our contract due to expire on June 30, 2020, the CFA Bargaining Team's priority this Fall is gathering input from members. This input will help determine our priorities and drive our strategy.

What are your priorities for this successor contract? What do you value about our existing contract, and what do you believe will make the contract stronger for our faculty?
CFA members can share their priorities and concerns via the online CFA bargaining survey through November 25. https://www.calfac.org/bargaining-survey-2019

Not yet a member of CFA? Join here!! Once you join your colleagues in CFA, you can participate in the CFA Bargaining Survey.

Please feel free to contact our campus California Faculty Association office any time you have questions or need assistance, whether on a contract rights issue or other matter. Our campus CFA chapter has a Faculty Rights Committee, composed of faculty volunteers, and we are available to talk with faculty colleagues about individual situations and assist in resolving issues. We can be reached at cfa@sdsu.edu or x42775.

TO: University Senate
            Senate Executive Committee

FROM: Debra Bertram
            Chair, Staff Affairs Committee

DATE: October 8, 2019

RE: 2018-19 Staff Affairs Committee Report
            2019–20 Staff Affairs Committee Agenda

During the 2018-19 academic year, The Staff Affairs Committee worked to ensure that SDSU staff were represented in appropriate committees. I am pleased to report that there was staff representation on all appropriate Senate Standing and Appointed Committees.

The SAC also worked with the Senate Chair and others to ensure that there was appropriate staff representation on various personnel search committees created throughout the year.

The Staff Affairs Committee worked with the Senate Executive Committee to ensure that procedures regarding staff appointments to search committees were clearly defined in the policy file.

The agenda for the 2019-20 academic year for the Staff Affairs Committee is to continually ensure there is adequate staff representation on all appropriate university committees in the spirit of shared governance.

October 14, 2019

TO: Senate Executive Committee / Senate
FROM: Faculty Affairs (FA) and Senate Academic Policy and Planning (AP&P)

 RE: Information item: Guidelines for RTP committees

- FA and AP&P in collaboration with Faculty Advancement and Professor Jennifer Imazeki have authored and ratified the "Guideline for RTP committees" document in order to boost faculty reviewer accountability in the RTP process.
- FA and AP&P feel important that faculty RTP committee chairs and members are clearly informed about the rules for RTP process by reading policies and guidelines developed by Faculty Advancement and watching the YouTube orientation video.
- The Provost has approved the distribution of this document on October 14, 2019.
- The Chairs of FA and AP&P will send out the document to the different RTP committees by F October 18, 2019.

GUIDELINES FOR COMMITTEES EVALUATING RTP CANDIDATES

* Developed by the Senate Faculty Affairs and Academic Policy and Planning Committees.

With transparency, clarity, and consistency at the core of the RTP process at SDSU, the following guidelines are meant to help committees in their meetings and discussions of RTP candidates.

GUIDELINES FOR RTP DEPARTMENT/SCHOOL COMMITTEE
❏ All committee members shall review the relevant sections of the university, college, and department/school policies and procedures on RTP.
❏ The first RTP meeting shall start by reviewing the RTP training video posted on the Faculty Advancement website.
❏ The chair of the committee shall make sure there is a common understanding about the video and solicit questions.
❏ The committee members shall discuss the relevant sections of the university, college, and department/school policies and procedures on RTP and resolve any questions. As a reminder: the university's policy and procedure**s** supersede all other policies and procedures (college and department/school).

GUIDELINES FOR RTP COLLEGE COMMITTEE
❏ All committee members shall review the relevant sections of the university, college, and department/school policies and procedures on RTP.
❏ The first RTP meeting should start by reviewing the video posted on the Faculty Advancement website on the RTP process.
❏ The chair of the committee shall make sure there is a common understanding about the video and solicit questions.
❏ The committee members shall discuss the relevant sections of the university, college, and department/school policies and procedures on RTP and resolve any questions. As a reminder: the university's policy and procedures supersede all other policies and procedures (college and department/school).
❏ In discussion of a specific candidate, the department representative for the candidate shall summarize the department/school policy on RTP (the parts relevant to each candidate) before any discussion of the candidate. However, university policy and procedures supersede all the others.

GUIDELINES FOR RTP UNIVERSITY PANEL

- ❏ All committee members shall review the relevant sections of the university, college, and department/school policies and procedures on RTP and resolve any questions.
- ❏ The first RTP meeting shall start by reviewing the RTP training video posted on the Faculty Advancement website.
- ❏ The chair of the committee shall make sure there is a common understanding about the video and solicit questions.
- ❏ In discussion of a specific candidate, the college representative for the candidate shall summarize the college policy and the department or school policy on RTP (the parts relevant to each candidate) before any discussion of the candidate. However, university policy and procedures supersede all the others.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
               Undergraduate Curriculum Committee

Date: October 9, 2019

Re: 2020-2021 *General Catalog*

INFORMATION (7I-11-19)

NURSING

1.   New course

     Nursing
     STRESS AND HUMAN HEALTH (C-2)
     NURS 253. Stress and Human Health (3) [GE]
          Impacts and potential sources of stress. Methods to manage, prevent, and relieve stress. Relationships between stress and disease.

PSYCHOLOGY

1.   New course. *(Editorially added to 2019-2020 catalog per EO 1110)*

     Psychology
     STAT METH PSY SUPPORT (C-15)
     PSY 280X. Statistical Methods in Psychology Support (1) Cr/NC
          Three hours of activity.
          Prerequisites: Psychology 101 and concurrent registration in Psychology 280. Required for students who have not satisfied the SDSU Mathematics/Quantitative Reasoning Assessment requirement.
          Required support course for Psychology 280. Credit in this course satisfies the SDSU Mathematics/Quantitative Reasoning Assessment requirement.

PUBLIC HEALTH

1.   Deactivation of course.

     Public Health
     P H 301. Foundations and Practice of Public Health (3)
          Prerequisites: Public Health 101 and 290 with a grade of B (3.0) or better in each course. Open to public health majors and minors.
          Organization of public health field, role of government and voluntary agencies in protecting and promoting health of individuals, groups, and communities.

2.   Change to course abbreviation and statement.

       Public Health
       P H 330. Plagues Through the Ages (3) [GE]
              Political, economic, religious, and cultural effects of disease. Significant role
       epidemics and disease have played in development of civilizations from beginning of
       recorded history to present. (Formerly numbered General Studies 330.)

       Change(s): Abbreviation (rubric) changed from GEN S to P H. *Formerly numbered
       General Studies 330* added to course statement field.

RECREATION AND TOURISM MANAGEMENT

1.   New course.

       Recreation and Tourism Management
       REC TRAVL & SELF-AWARNESS (C-1)
       RTM 200. Recreation, Travel, and Self-Awareness (3) [GE]
              How recreation and travel are influenced by economic, environmental, political,
       and socio-cultural forces. Impacts of recreation and travel on well-being and self-
       awareness.

SOCIOLOGY

1.   Change to course description and title

       Sociology
       GLOBAL SOCIAL PROBLEMS
       SOC 352. Global Social Problems (3) [GE]
              Prerequisite: Sociology 101.
              Contemporary social problems from global and transnational perspectives.

       Change(s): Description updated from *Contemporary social problems in North America
       and other areas of the world* to what is presented above. Title updated from
       Contemporary Social Problems to what is presented above.

2.   Change to course description and title

       Sociology
       SOC OF RACE & ETHNICITY
       SOC 355. Sociology of Race and Ethnicity (3) [GE]
              Prerequisite: Sociology 101.
              Historical and comparative analysis of race and ethnic relations. Origins and
       maintenance of ethnic stratification systems; discrimination and prejudice; the adaptation
       of communities; role of social movements and government policies in promoting civil
       rights and social change.

Change(s): *Minority* removed from description. Title updated from *Minority Group Relations* to what is presented above.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1.   New course.

Speech, Language, and Hearing Sciences
INTRODUCTION TO RESEARCH (C-36)
SLHS 295. Introduction to Research (1-3)
        Research methods and tools that can be applied in a variety of research laboratories. Maximum credit six units.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Undergraduate Curriculum Committee.

TO: SEC/University Senate

FROM: Adrienne D. Vargas, Interim Vice President, University Relations and Development

DATE: October 15, 2019

RE: Information

Philanthropy Report:

An anonymous gift of $502,232 will support the Cybersecurity Innovation and Education Fund to provide support for faculty and staff in SDSU's Graduate Program of Homeland Security.

Gifts-in-kind totaling $187,156 from Ed Marsh will benefit the Love Library Special Collections.

Alumnus Patrick Theodora pledged $100,000 to the Pat Theodora Fund for the Digital Future, providing funding for the Fowler College of Business to upgrade classroom technology.

Alumnus James Givens and his wife, Lisa, pledged $50,000 to provide scholarship support to students in the Lamden School of Accountancy in the Fowler College of Business through the Jim and Lisa Givens Accountancy Endowed Scholarship.

$25,000 on behalf of alumna Kara Johnson Ballester and her husband, Andrew from the BQuest Foundation will provide support for two pilot opportunities in the ZIP Launchpad.

$26,000 from alumna Evelyn Kooperman and her husband, Larry, will support scholarships for students in the College of Education.

$15,000 from The Handlery Foundation will support the L. Robert Payne School of Hospitality & Tourism Management.

Alumnus Stephen Nielander and his wife, Dominique Alessio, made gifts totaling $30,076 to support SDSU Athletics, the Men's Lacrosse Team offered through Associated Students and the Finance Department Faculty Fund in the Fowler College of Business.

The San Diego Kiwanis Club Foundation made gifts totaling $12,200 to support scholarships to students studying Chamber Music in the School of Music and Dance and San Diego high school graduates with a GPA of 3.3 or higher.

The Jack in the Box Foundation made a $10,000 gift to support the Jack in the Box Diversity Scholarship.

Northrop Grumman Corporation made gifts totaling $57,500 to support the Design, Build, Fly student organization, the Associated Students Organization Fund, the Aztec Electric Racing Fund, the Fowler College of Business, the College of Engineering, the Computer Science Department, the Sciences Faculty Excellence Fund, the SDSU Mechatronics Club, the Mesa Engineering Fund and the Troops to Engineering Program.

Gifts-in-kind totaling $252,700 from the Estate of Peter F. Philp. These rare books on ancient wisdom traditions will become a part of Special Collections and University Archives.

Realized bequest from the Estate of James J. Stansell of $931,056 to create the James J. Stansell Classics Endowment Fund and provide support for a new permanent endowed professorship in the Department of Classics and Humanities in the College of Arts and Letters. We were notified of the bequest intention in 2015 and although we will not count this gift this year, this gift will be added to the TCF endowment.

A $78,000 gift from the William and Mary Ross Foundation will support the Camp Able Program in the College of Professional Studies and Fine Arts.

The following gifts will support SDSU Athletics:

$100,000 from alumnus Art Flaming and his wife, Gwen.

$30,000 from alumnus Dennis Cruzan and his wife, Janet.

$10,000 from alumna Lisa Belott and her husband, Peter.

$10,000 from YourCause, LLC The Pfizer Foundation, Inc. on behalf of Bill Sinclair.

Gifts-in-kind totaling $58,460 from Grant King.

Campaign, Presidential & Special Events:

President de la Torre and Interim Vice President Adrienne Vargas hosted a private reception for Dr. Ellen Ochoa, '80 on Tuesday, October 1 at the University House. Dr. Ochoa was the first Hispanic female astronaut and former director of NASA's Johnson Space Center. The reception was attended by donors and prospects to the College of Engineering and College of Sciences, board and committee members of The Campanile Foundation along with faculty and students from both colleges. As a member of the Gordon and Betty Moore Foundation, Dr. Ochoa was able to direct a $100,000 gift from the foundation to SDSU creating the The Ellen Ochoa Endowment for the Femineer Program in the College of Engineering.

The following day, Wednesday, October 2, an honorary degree of Doctor of Science was conferred upon Dr. Ochoa in recognition of her extraordinary role in space exploration and her commitment to the scientific education of young people across the country. Additionally, Dr. Ochoa was the distinguished speaker for The President's Lecture Series. Dr. Ochoa's presentation "From San Diego State to Space" was attended by over 1,200 community members, donors, faculty, staff and students.

On Saturday, October 12, President de la Torre and Interim Vice President Adrienne Vargas hosted donors and Campanile Foundation board members in the President's Suite during the SDSU vs. Wyoming football game. Guests included donors and prospects from the College of Engineering, College of Professional Studies and Fine Arts and Student Affairs. The suite is expected to be at near capacity at 80 guests.